DOCUMENT RESUME

ED 248 626 EC 170 404

AUTHOR Cortez, Suzanne E.
TITLE Correlates of Successful Adaptive Behavior: Comparative Studies with Regular and Exceptional Adolescent Populations.
PUB DATE 83
NOTE 12p.; Paper presented at the Minnesota Conference on Programming for the Developmental Needs of Adolescents with Behavioral Disorders (Minneapolis, MN, Fall, 1982). Contained in EC 170 401.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adaptive Behavior (of Disabled); *Disabilities; *Mainstreaming; Middle Schools; Secondary Education

ABSTRACT

Middle and high schoolers, (N=92), some of whom were mainstreamed students, completed an 80-item checklist describing personal, behavioral, or descriptive characteristics. Responses from the original survey indicated broad consensus of all participating groups on a number of items, with differences emerging more on the basis of age than sex. Subsequent distributions of the checklist have included regular classes in other cities and exceptional classes for the learning disabled, emotionally disturbed, and mildly mentally handicapped. Further replications are indicated by this research; a number of differences noted between exceptional populations offer questions worthy of exploration. It is hoped that ultimately some bases for differentiation of mild exceptionalities among the teenage population may be clarified, and that the indicators may also serve as predictors for successful mainstreaming as well as guidelines for individual educational needs. (Author/CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED248626

Correlates of Successful Adaptive Behavior: Comparative Studies with Regular and Exceptional Adolescent Populations

Suzanne E. Cortez

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

CCBD

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ABSTRACT

An 80-item checklist describing personal, behavioral, or descriptive characteristics was developed on the basis of literature, theory, and assessment instruments currently in use which are applicable to an adolescent population. Diverse items, worded as simply as possible, appeared on the list and respondents were asked to choose the 10 they considered most important.

Student subjects for the original study attended middle schools and senior high schools in a midwestern city. They were randomly selected and numbered over 900. They were identified only according to grade level and sex and whether or not they had formerly participated in a special education program. Only regular students or those who had been successfully mainstreamed were questioned because perceptions of those within a normalized environment were sought.

Responses from the original survey indicted broad consensus of all participating groups on a number of items, with differences emerging more on the basis of age than sex. Subsequent distributions of the checklist have included regular classes in other cities and exceptional classes for the learning disabled, emotionally disturbed, and mildly mentally handicapped. Further replications are indicated by this research; a number of differences noted between exceptional populations offer questions worthy of exploration.

It is hoped that ultimately some bases for differentiation of mild exceptionalities among the teenage population may be clarified, and that the indicators may also serve as predictors for successful mainstreaming as well as guidelines for individual educational needs.

EC170404

Although there has been a growing interest in adaptive behavior over the past few years (Simeonsson, 1978), there remains inadequate study of behavior specific to an adolescent behavioral scale. The need for such a scale is urgent since Public Law 94-142 requires, for identification and school placement of retarded persons specifically, reliable measures of subaverage performance in areas of intelligence and adaptive behavior.

Without a reliable behavior measurement, diagnosis of some cases of retardation remain unsure; an equally important concern is the possiblity of misdiagnosis and improper placement of students whose IQ scores are falsely depressed. Often the similarity of ED, LD, environmentally disadvan-

taged, and mildly retarded populations on traditional scales of measurement makes sure differentiation elusive (Hallahan & Kauffman, 1977). The AAMD Adaptive Behavior Scale (Nihira, Fostor, Shallhaas, & Leland, 1974) has facilitated this differentiation for young children, but it does not discriminate past the age of 12.

The requirement that adaptive behavior be measured has met with criticism on the ground that there exists no reliable measure of adolescent behavior (Clausen, 1972; MacMillan, 1977). Additionally, injustice of measurement in the absence of dependable behavior evaluation has been established (MacMillan, 1977; Mercer, 1973).

There are two major approaches to assessment and ider tification of special populations: (a) the psychometric approach which assesses intelligence, and (b) the judgment of the community about an individual's ability to be independent (Lambert, Meyers, & Opton, 1977). The second approach is the one that becomes important in diagnosing a problem as behavicral rather than intellectual. Central to the required evaluation of adaptive behavior as a legal protection is the inference that the weight of final decision resides with the behavior scale.

REVIEW OF THE LITERATURE

Some scales, such as the Vineland Social Maturity Scale (Doll, 1953) and Halpern's Social Prevocational Information Battery (Irvin, Halpern, & Reynolds, 1977) have been useful for judging self-help, social, and prevocational needs among an adolescent population, but are somewhat limited as to identification of moderately, severely, or profoundly handicapped, or projections of long-range employability (Simeonsson, 1978). They do not, however, divide sufficiently into those substrate areas of individual differences which may, with mildly exceptional subjects, represent important distinctions.

In his comprehensive review, Simeonsson (1978) listed four widely accepted categories of correlates for social competence — socializing agents, social settings, personality variables, and ability level. Others have referred to socializing agents as transition agents, an apt term for adolescent contacts since there is almost universal agreement that adolescence is an age of transition (Muuss, 1968). Cassel (1976) and Mercer (1978) have proposed that for an individual to negotiate entry into a system, he/she must be able to identify with transition agents who stand ready to accept a new member. Regular students set the standards for this adaptive fit; peer approval becomes the critical element for success as the adolescent leaves the confines of the family (Blos, 1972). In this sense, mainstreaming may be viewed as both method and goal of adaptation based on Budoff and Gottlieb's (1975) evidence that exceptional students learn behavior in regular placements.

Coleman (1961) has argued that the social environment of our adolescent subculture (where youths look to each other for model and reward) is the large, self-enclosed high school. Schools are the training ground for lives being build independently, apart from family direction or limitation. Laws concerning individual rights to this opportunity to build one's own life are appropriately subsumed under civil rights legislation (Barbacovi & Clelland, 1974), and assurance of those rights has largely been assigned to educators.

There exists substantial precedent for asking students themselves to define characteristics and norms of behavior. Coleman (1961) found that students easily identify status groups. Earlier, Hollingshead (1949) questioned students extensively in order to demonstrate that they could judge their own leader/follower qualities. Ketcham and Morse (1963) studied student

responses in order to learn how they (the students) differentiated personal and social achievement from academic achievement. This is precisely the dimension which a behavior scale should measure.

Relative to the need for detailed and specific study of the perceptions of all exceptional populations is evidence that many observer investigations have failed to differentiate behaviors of learning disabled (LD), emotionally disturbed (ED), and mildly retarded (MiMH) students (Gordon, 1972; Sattler, 1974). Sorenson's (1973) meticulous interviews have demonstrated the value of self-reporting of adolescents. However, a checklist may be especially appropriate for maladapted teenagers because of the high incidence of poor verbal skills among some exceptional populations (Gagne, 1977).

STATEMENT OF PURPOSE

This monograph compares results of earlier research into adolescent adaptive behavior (Cortez, 1982) and subsequent follow-up studies with selected exceptional populations. The purpose of these and continuing studies has been to learn, from secondary students, characteristics which are widely accepted as essential elements of behavior for regularly placed school students. (The original study included teachers and parents.) The long term purpose of the inquiries is to generate items which might later be incorporated into a reliable scale of adolescent adaptive behavior. It is expected that these items will also point the way toward individualized goals for those adolescents who have been classified as mildly retarded, emotionally disturbed, or learning disabled, and who may be mainstreamed in the future.

METHOD, SUBJECTS, AND PROCEDURE

An 80-item checklist describing personal, behavioral, or descriptive characteristics was developed on the basis of literature, adolescent personality theory, and scales in use. Diverse items appeared on the list, and respondents were asked to choose the 10 which, in their opinions, represented the traits most important for students to possess in order to get along well in life. Items were worded as simply as possible, such as: *Is always on time;* or, *Likes own parents.* For purposes of balancing the kinds of items presented and analyzing responses, the 80 items were classified into six categories, or domains: (a) Desire for peer acceptance; (b) identity with the total community (including life outside school); (c) advantages available from home; (d) academic competence; (e) regard for school training and its subsequent record; and (f) self-esteem.

The original study was conducted in a midsized midwestern city (population approximately 300,000). Three of the city's large high schools and three middle schools supplied the specific locations, from which two classes from each grade level in all buildings were randomly drawn. This sample produced 932 student participants, 557 of whom were senior high school subjects (grades 9 through 12) and 375 of whom were middle school subjects (grades 6 through 8).

Respondents were asked to identify their sex, grade level, and whether or not they had ever been students in special learning classes. When 87 students identified themselves as former special subjects, a sample of mainstreamed students was provided. In order to pace the responses and eliminate reading problems, teachers read the items aloud. Items were checked on a second reading so that student selections were made only after hearing the entire list. Final comparisons of selections were based on student subgroups by sex and

school level (middle school males, middle school females, etc.). Selections by the mainstreamed students were compared and contrasted with the total sample, which later became the comparison standard for smaller studies of regular and exceptional students in other communities.

The follow-up studies were conducted in cities about one-third the size of the original community. All cities are in the same state, but each is in a different part of the state. They are not similar in tone or ethnic make up; the original community (City A) contains central offices for several national corporations, enjoys a number of cultural establishments including several colleges and a university extension branch, and has a sizeable professional population. City B is basically a blue-collar community. Its factories are mostly owned by distant auto corporations. City C also contains automobile factories but is surrounded by farmland in three directions and the presence of a large air force installation.

In all follow-up studies, checklists were distributed to students (if they wished to participate) by their own teachers and instructions and procedures were the same as in City A. Checklists were distributed to regular students by teachers who expressed an interest; this was also true of some special classes and, as a result, special teachers who had classes in the same schools were asked to participate in order to include LD, ED and MiMH. The City B regular students attended middle and senior high schools. All special classes were also located in City B. Participants from City C were all in middle schools.

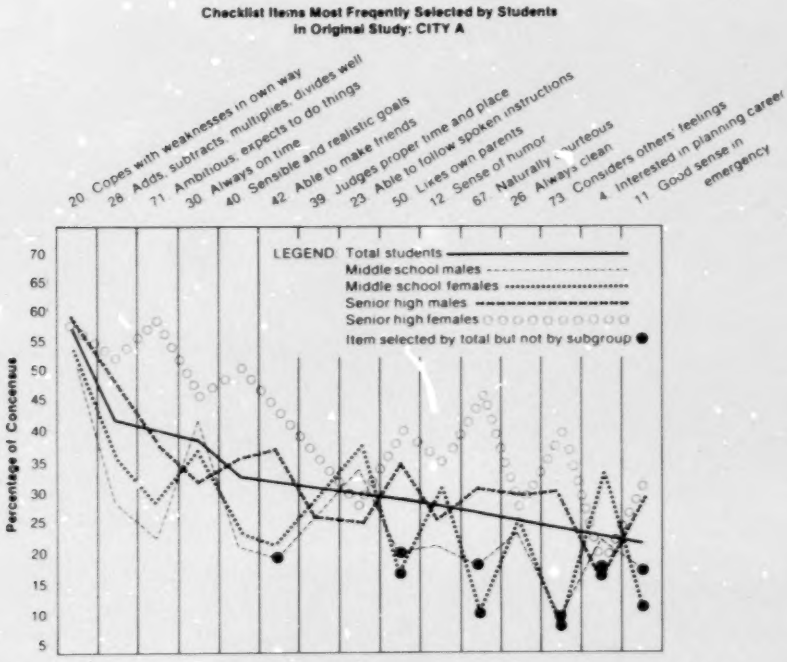

Figure 1. *Graph contrasting selections of student subgroups relative to total count of choices of all student participants.*

FINDINGS

Figure 1 illustrates 15 items selected most frequently by students from City A. It may be noted that similarity of choice seemed to be a function of age rather than sex. Also, greater conformity of opinion was demonstrated by senior high females than by any other subgroup. Items omitted by specific groups are indicated by circles on their graph lines.

Table 1 lists the top 15 choices of each subgroup from City A, including the percentage of each subgroup that included the item among individual *top ten* choices. On each subgroup list, items chosen by that population (for example, middle school males), but not accorded priority by the total survey, appear in parentheses. The complete checklist is printed in the Appendix.

Table 2 ranks items chosen in Cities B and C. Items in parentheses are those not in agreement with the arbitrarily named *standard* of City A totals. It should be noted that the first 12 of the top 15 choices from City B were also among the top 15 choices of City A. Only 10 of the first 15 items selected by City C students also appeared on the City A total list, but their choices were quite similar to those of City A middle school participants. Of the City C (all middle school) specific choices, 4 were also selected by the City A middle school sample. All exceptional student samples were drawn from senior high and middle schools.

CONCLUSIONS

Based on responses from all regularly placed students who have participated in these studies, would-be peers who seek mainstreaming will be expected to react sensibly in situations that require independent judgment, show practical interest in their own futures, demonstrate some ability to understand another's point of view or feelings, practice personal cleanliness, accept their own parentage or backgrounds, conform to a work/play behavior code that is appropriate to the situation, return friendship, and express realistic attitudes toward themselves. In addition, all regular middle school groups appear to believe acceptable peers will care for their own possessions, learn things by watching others, worry about their grades in school, and finish assignments. The concrete orientation of younger students may provide interesting data for stage theorists.

Consistency among regular participants seems demonstrable. Analysis of the first 10 items chosen by all subgroups reveals that all selected by the City B regular students also appeared among at least the top 15 of the list chosen by the City A population. Among the top 10, 7 items selected by the City C middle students also appeared among the first 15 of the City A Total sampling. Of the City C's 3, 2 items that differed (Item 1 and 6) did not represent real differences when compared to City A's middle school students specifically.

The LD students chose, among their top 10, 6 items that were not included on the first 15 list of City A; the ED students chose 6 (different) items that were omitted from City A's priority selections; and the MiMH students included 9 items among their top 10 that did not appear on the City A Total list. In contrast to these subgroups, the (apparently) successfully mainstreamed students of City A included all but 1 (*Likes own parents*) of the top 10 selected by the total city group.

Differing items selected by LD students were mostly school or study related, such as Item 7 (*Willingness to do work over for credit*), Item 32 (*Keeping track of grades*), and Item 59 (*Willingness to ask questions*).

ED students assigned priority to items reflecting skills that might provide

TABLE 1

Rank Order of Items Most Frequently Selected by Each Student Subgroup and the Total Student Vote, Including Percentage of Agreement Within Each Subgroup and the Total Group of Original Study: CITY A

	Middle School Males	Middle School Females	Senior High Males	Senior High Females	Main-streamed Students	Total Student Response
RANK	Item %	Item %	Item %	Item %	Item %	Item %
1.	11 51	11 56	11 59	73 59	11 56	11 55
2.	26 41	26 40	4 47	11 57	4 44	4 42
3.	23 33	23 37	73 39	4 51	26 39	73 39
4.	(17) 31	28 35	12 36	67 49	23 35	26 39
5.	4 30 50 30	3 34	39 34	40 45	73 32	67 33
6.		50 32	40 32 67 32	26 44	12 31 42 31	12 31 50 31
7.	(1) 29	42 30 (17) 30		12 42		
8.	28 29		26 31 71 31	71 40.1	(1) 28	23 30.4
9.	30 24	30 29		39 39.9	17 25	39 29.5
10.	73 23	73 28	20 29.1	42 33 50 33	(6) 24 (20) 24 40 24	42 29
11.	(47) 22.5 42 22.5	(47) 27	30 29			40 28.6
12.		(6) 24	50 28 42 28	20 30		30 27
13.	(6) 22 (10) 22	67 23		23 28	39 23 (59) 23	71 26
14.		(1) 21 12 21 (46) 21	23 37	30 27.6		28 23.3
15.	67 21		(1) 26	70 26.6	(5) 22 (9) 22 30 22 67 22	20 23.1

broader personal acceptance, such as Item 19 (*Doing things well at home*), Item 5 (*Speaking easily with authority figures*), and Item 27 (*Having an attractive personal appearance*).

The only clear pattern that emerges from the MiMH student choices is a tendency to select items which appeared near the beginning of the checklist. It may be theorized that limited retention of possibly important later items

TABLE 2

Rank Order of Items Most Frequently Selected by Specific Small Groups of Regular and Exceptional Students: Cities B & C

RANK	LD (N=47)	ED (N=20)	MIMH (N=31)	Reg. CITY B (N=51)	Reg. CITY C (N=90)
1.	11	11	(2)	4	11
2.	30	4	4	40	26
3.	4	(19)	11	71	50
4.	39	26		73	4
5.	(1)	(5)	(8)	11	(6)
6.				42	23
7.	(32)	(27)		39	30
	73	(1)		67	
		(6)		50	
8.			(1)	12	73
			(3)		
			(5)		
9.	(17)		(7)		(1)
	23		(13)		
	28				
10.	(47)	40			(27)
	(59)	50			
		67			
11.		(7)		26	42
		(9)		20	
		(16)			
12.		23			(9)
		73			
13.			(6)	(54)	(46)
			28	(59)	
				(46)	
14.	(2)			(70)	(17)
	(9)			(17)	
	(16)				
15.	50		(10)		39
			(14)		40
			(24)		
			30		
			(35)		
			(56)		

caused them to "spend" all their votes quickly. The first item omitted from their top 15 list was Item #12 (*Has a sense of humor, an air of joy and good will*). This is an abstract concept compared to the previous 11 on the checklist (which they chose) and the following 2 (which they also chose). However, Item 12 was given a substantial consensus by the mainstreamed students, who are believed to have once been mostly MiMH students themselves.

Participants were also asked to rank the six domains, and major differences were noted between MiMH judgments and those of other groups. Regular, L.D, and ED students all rated self-esteem as most important. They differed only slightly about whether academic skills or their record (grades) should come next, and then chose either peer acceptance or community interest (Domains A and B) as fourth or fifth in importance. All ranked family and home advantages as least important. However, the MiMH students rated

self-esteem only third, with academic skills first, home advantages fourth, and peer acceptance last.

IMPLICATIONS FOR FURTHER RESEARCH

It is believed that some achievements that underlie social adequacy may be inferred from the data obtained in these studies since regular students from different cities made largely identical item choices from the checklist. Perhaps it may be possible to arrive at some minimum percentage of concurrence with norms on a set list of behaviors or characteristics. The possibility of using the same set of norms to judge the receptive quality of a specified environment might also be explored. The good response of mainstreamed students provides encouraging evidence that students can judge themselves ready for mainstreaming when, indeed, they are ready. With further exploration and modification of the present checklist it is hoped that a protocol can be devised whereby students who disagree to a great extent with their peer group may be scored in terms of some codified guide. It should be possible to interpret divergent responses in terms of the extent and types of supportive needs that may be indicated. To that end, research will be continued and, hopefully, a formula for responsible interpretation developed. More extensive breakdown of data is available to others upon request.

REFERENCES

Barbacovi, D. R., & Clelland, R. W. (1974). *P.L. 94-142, Special Education in Transition.* Arlington, VA: American Association of School Administrators.

Blos, P. (1972). The child analyst looks at the adolescent. In J. Kagan & R. Coles (Eds), *Twelve to sixteen; Early adolescence.* New York: W. W. Norton.

Budoff, M., & Gottlieb, J. (1975). Special class EMR children mainstreamed. *American Journal of Mental Deficiency, 81,* 1-11.

Cassel, T. Z. (1976). A social-ecological model of adaptive functioning: A contextual developmental perspective. In N. A. Carlson (Ed.), *Final report: The contexts of life: A socio-ecological model of adaptive behavior and functioning.* East Lansing: Institute for Family and Child Study, Michigan State University.

Clausen, J. A. (1972). Quo vadis, AAMD? *Journal of Special Education, 6,* 51-60.

Coleman, J. S. (1961). *The adolescent society.* Glencoe, IL: Free Press of Glencoe.

Cortez, S. E. (1982). *Correlates of adaptive behavior in the mainstreamed adolescent as perceived by teachers, parents, and students.* Ann Arbor, MI: University Microfilms.

Doll, E. A. (1953). *The measurement of social competence.* Minneapolis: Educational Test Bureau.

Gagne, E. E. (1977). Educating delinquents: A review of research. *Journal of Special Education, 1,* 13-27.

Gordon, C. (1972). Social characteristics of early adolescence. In J. Kagan & R. Coles (Eds.), *Twenve to sixteen; Early adolescence.* New York: W. W. Norton.

Hallahan, D. P., & Kauffman, J. M. (1977). Labels, categories, behaviors: ED, LD, and EMR reconsidered. *Journal of Special Education, 11,* 139-149.

Hollingshead, A. B. (1949). *Elmtown's youth: The impact of social class on adolescents.* New York: John Wiley & Sons.

Irvin, L. K., Halpern, A. S., & Reynolds, W. M. (1977). Assessing social and prevocational awareness in mildly and moderately retarded individuals. *American Journal of Mental Deficiency, 82,* 266-272.

Ketcham, W. A., & Morse, W. C. (1963). *Dimensions of children's social and psychological development related to school achievement.* Ann Arbor: University of Michigan & Office of Education.

Lambert, N. W., Meyers, C. E., & Opton, E. (1977). From California: Two views. *APA Monitor, 8,* 4-5.

MacMillan, D. L. (1977). *Mental retardation in school and society* (3d ed.). Boston: Little, Brown.
Mercer, J. (1973). *Labeling the mentally retarded.* Berkeley: University of California Press.
Mercer, J. (1978). Theoretical constructs of adaptive behavior: Movement from a medical to a social-ecological perspective. In W. A. Coulter & H. M. Morrow (Eds.), *Adaptive behavior: Concepts and measurements.* New York: Grune & Stratton.
Muuss, Rolf E. (1968). *Theories of adolescence* (2nd ed.). New York: Random House.
Nihira, K., Foster, R., Shallhaas, M., & Leland, H. (1974). *AAMD adaptive behavior scale* (rev. ed.). Washington, DC: American Association on Mental Deficiency.
Sattler, J. M. (1974). *Assessment of children's intelligence.* W. B. Saunders.
Simeonsson, R. J. (1978). Social competence. In J. Wortis (Ed.), *Mental retardation and developmental disabilities. (Vol. 10).* New York: Brunner-Mazel Publishing.
Sorenson, R. C. (1973). *Adolescent sexuality in contemporary America.* New York. World Publishing.

Suzanne E. Cortez, Instructor, Department of Educational Psychology, Ball State University, Muncie, Indiana 47306

APPENDIX: *Student Checklist*

Please check the appropriate boxes:

1. I am enrolled in the: 6th ☐ 7th ☐ 8th ☐
   9th ☐ 10th ☐ 11th ☐ 12th ☐ Grade.
2. I am: Male ☐
   Female ☐
3. Have you *ever* been a student in a special learning class?
   YES ☐ NO ☐

Following is a list of characteristics that may describe some students. Please read the list, looking for characteristics that you would consider most important in life. You may find it helpful to think of the kind of a student who would get along well in your school.
Look for items that apply to students of *your sex* and *your* age.

1. As you read the list, please mark with a pencil the boxes in Row I next to those characteristics you would consider important.
2. Next, please review the boxes you have checked and pick the *ten* (10) that you feel belong at the top of the list. Mark these in the box in Row II, using a pen or marker or pencil of another color. Do not rank these choices.

Thank you for your time.

II	I	
☐	☐	1. The ability to follow visual instructions; to learn by watching.
☐	☐	2. Works at a full or part-time job.
☐	☐	3. Often completes work before it is due.
☐	☐	4. Is interested in planning his career or learning a job.
☐	☐	5. Talks easily with persons in authority.
☐	☐	6. Takes care of his possessions.
☐	☐	7. Will do work over for extra credit.
☐	☐	8. Reads common words or signs easily.

- ☐ ☐ 9. Speaks well of sisters or brothers.
- ☐ ☐ 10. Reads graphs or maps well.
- ☐ ☐ 11. Would use good sense in an emergency.
- ☐ ☐ 12. Has a sense of humor; an air of joy and good will.
- ☐ ☐ 13. Does not make special requests.
- ☐ ☐ 14. Seems older than other students.
- ☐ ☐ 15. Is interested in animals.
- ☐ ☐ 16. Will work for a reward.
- ☐ ☐ 17. Worries about grades.
- ☐ ☐ 18. Is an active member of some church group.
- ☐ ☐ 19. Is interested in home skills (cooking, home repair, etc.).
- ☐ ☐ 20. Copes with weaknesses by figuring out how to do things in own way.
- ☐ ☐ 21. Likes music; knows words and melodies of songs.
- ☐ ☐ 22. Likes science and field trips.
- ☐ ☐ 23. Is able to follow spoken instructions.
- ☐ ☐ 24. Volunteers to answer hard questions in class.
- ☐ ☐ 25. Has had private music or art lessons.
- ☐ ☐ 26. Is always clean.
- ☐ ☐ 27. Has an attractive personal appearance.
- ☐ ☐ 28. Can add, subtract, multiply and divide well.
- ☐ ☐ 29. Makes good contributions to class and group discussions.
- ☐ ☐ 30. Is always on time.
- ☐ ☐ 31. Interested in sports.
- ☐ ☐ 32. Keeps track of grades for assignments and tests.
- ☐ ☐ 33. Tries to use books and materials that look new.
- ☐ ☐ 34. Likes programs like *National Geographic Specials* on TV.
- ☐ ☐ 35. Is good at some sport learned outside of school.
- ☐ ☐ 36. Is interested in art.
- ☐ ☐ 37. Knows names of important or famous people.
- ☐ ☐ 38. Plans assignments well.
- ☐ ☐ 39. Judges the proper time and place for work, play, etc.
- ☐ ☐ 40. Has sensible and realistic goals.
- ☐ ☐ 41. Carries out some daily job at home.
- ☐ ☐ 42. Is able to make friendships among classmates.
- ☐ ☐ 43. Is interested in nature.
- ☐ ☐ 44. Competes in activities for prizes, like school magazine sales.
- ☐ ☐ 45. Has gone on long trip with parents or other group.
- ☐ ☐ 46. Shares things.
- ☐ ☐ 47. Always finishes assignments.
- ☐ ☐ 48. Willing to make a speech in class for a report.
- ☐ ☐ 49. Tries to sit near the front of the room.
- ☐ ☐ 50. Likes own parents.
- ☐ ☐ 51. Interested in clothes, hair style, etc.
- ☐ ☐ 52. Seems to weigh the right amount.
- ☐ ☐ 53. Willing to accept changes in class routine or schedule or seating.
- ☐ ☐ 54. Is able to work well alone.
- ☐ ☐ 55. Has a pleasant voice.
- ☐ ☐ 56. Is helpful to other students, including new or younger students.
- ☐ ☐ 57. Has attended a camp away from home.
- ☐ ☐ 58. Desires to be accepted by others who are well liked.
- ☐ ☐ 59. Is willing to ask questions.

11

- ☐ ☐ 60. Accurately remembers hearing things.
- ☐ ☐ 61. Can figure out requests or assignments before they are given.
- ☐ ☐ 62. Reads well enough to understand the newspaper.
- ☐ ☐ 63. Wants to work on projects with good students.
- ☐ ☐ 64. Enjoys games, such as *Monopoly*.
- ☐ ☐ 65. Has attended plays and concerts outside of school.
- ☐ ☐ 66. Will get work done in order to have some free time.
- ☐ ☐ 67. Is naturally courteous to people.
- ☐ ☐ 68. Is neat with assigments.
- ☐ ☐ 69. Knows how to look things up in the library.
- ☐ ☐ 70. Is able to take "kidding."
- ☐ ☐ 71. Ambitious; expects to accomplish things.
- ☐ ☐ 72. Takes part in out-of-school activities (Scouts, clubs, etc.)
- ☐ ☐ 73. Shows consideration for others' feelings.
- ☐ ☐ 74. Likes to collect and own things.
- ☐ ☐ 75. Seeks help from teacher or other student with school work.
- ☐ ☐ 76. Remembers accurately what is seen.
- ☐ ☐ 77. Participates in school sports.
- ☐ ☐ 78. Learns well from educational films.
- ☐ ☐ 79. Knows the main streets, parks, places of interest in town and nearby area.
- ☐ ☐ 80. Spends time working on some hobby.

Please rank the following general traits on a scale of *1* to *6* according to their importance in your opinion.

1 = *Most* important; 2 = *Quite* important; 3 = *Moderately* important;
4 = *Only Occasionally* important; 5 = *Seldom* important;
6 = *Least* important

_____ Student has had the benefit of cultural activities (including travel) with family.
_____ Student has good learning skills.
_____ Student believes in himself or herself.
_____ Student cares about grades.
_____ Student is comfortable with persons outside of own age and interest group.
_____ Student is liked by other students.